



**Paseo Verde Elementary School**  
Peoria Unified District  
7880 W. Greenway Road, Peoria, AZ 85381

ARIZONA  
School Report Card  
1999-2000

**Principal:** Patricia Burckhard  
**Schedule:** 7:30 AM to 4:10 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** pburckha@peoriaud.k12.az.us

**Grades:** Pre-K-8UE  
**Enrollment:** 1143  
**Phone:** (623) 412-5075  
**Fax:** (623) 412-5084

▼ **School Overview** ▼

**Mission**

The administration, staff, parents and community of Paseo Verde Elementary School work in collaboration to provide a safe environment in which the educational and social needs of our students are being met and where mutual respect and tolerance of others is modeled and expected throughout the campus.

**Organization and Philosophy**

- w A Safe Environment with Mutual Respect
- w Meet Academic/Social Needs of Students
- w Work in Coop. with Parents/Community
- w Promote Lifelong Learning

**Instructional Programs**

- w Regular Full-day Classes
- w On-site Special Education
- w Gifted
- w Communication Disorder Classroom
- w Developmental Preschool

**School/Academic Goals**

- w To continue to develop and implement strategies and programs to enhance the learning of all students.
- w To increase integration of technology across the curriculum at all grade levels.
- w To instruct through faculty and staff in-services ways to promote consistently higher expectations for our students and ourselves.
- w To enhance communication with parents and community in order to improve their understanding and support of the school objectives, policies and programs.

**Enrollment**

1999-2000 School Year Student Enrollment as of 10/6/99:	943
Accepting New Students in 1999-2000 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 1998-1999:	29

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Teacher(s)  
 3 Parent(s)  
 2 Non-certified Employee(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w School Safety Issues  
 w Student Discipline  
 w Instructional Strategies  
 w Extracurricular Activities  
 w School Improvement Goals  
 w Community Concerns

## ▽ Staffing Information ▽

School administration and instruction for school year 1999-2000 are provided by:

Position	Number	Position	Number
Administrator	2.0	Teacher	49.0
Other Professional Staff	4.6	Teacher Aide	6.5

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	9	1	0	0
7 to 9 years	7	4	0	0
10 or more years	12	14	0	0

## ▽ Shared Responsibilities ▽

### School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parent involvement. There are many opportunities for parents to be informed and active in their child's education.

### Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance, monitoring students' completion of assignments, modeling positive attitudes toward learning, attending school activities, including parent-teacher conferences and fostering respect of rules and property.

## ▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Paseo Verde Elementary School. Additionally, transportation services are provided for eligible special education students to Paseo Verde Elementary School or other facilities as noted in the student's IEP.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/16/99
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/18/00
<b>Number of Year-round Tracks:</b>	0	<b>Operates on a Traditional Schedule</b>	

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### Report Card Release Dates

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### Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition and Limited English Proficient Programs

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Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

Limited English Proficient programs<sup>3</sup> available to eligible students:

Bilingual - No      ESL - Yes      IEP - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

<sup>3</sup> Limited English Proficient (LEP) means having a low level of skill in comprehending, speaking, reading and writing the English language because of being from an environment in which another language is spoken. LEP students are eligible to participate in one of the programs that follow. English as a Second Language (ESL): Students are given daily instructions in English language development and cognitive and academic skills development in English, as well as instruction in the history and culture of the United States and the culture associated with their primary home language. Bilingual: Students are given instruction in and through English and their primary home language to increase dual language proficiency and academic achievement. Individual Education Program (IEP): Each school district having nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide these LEP pupils with either a bilingual program or ESL program or shall provide an IEP for each of these pupils that provides a plan for meeting the cultural and linguistic needs of the pupil. An IEP consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction.

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### Special Facilities

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W Science Lab

W K-6 Computer Lab

W Technology Lab

W TV/Radio Station

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### Extracurricular Activities

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W Sports Teams

W Goodwill Club

W Student Council

W National Junior Honor Society

W Yearbook

W Outdoor Education

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### School/Community Resources

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W Counseling Services

W Crisis Intervention

W Health Services/Health Fair

W Before/After School Care Program

W Breakfast Program

W Lunch Program

W Clothing/Food Banks

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 1998-1999.

### 1998-1999 School Achievements/Accomplishments

- W Consistently score above national and state averages on Stanford 9 tests each year.      W Integration of technology at all grade levels.
- W Enhancement and continued development of TV and radio station programming to promote staff and student communication.      W Achievement of North Central Association Candidate status.

### Student Information: 1998-1999 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.4 %	94.8%	93.4%	93.8%
Transfers Out <sup>4</sup>	7.1 %	13.5%	12.8%	13.8%
Transfers In <sup>5</sup> : Within District	1.8 %	2.6 %	2.0 %	2.1 %
Transfers In <sup>5</sup> : Out-of-District	5.2 %	5.9 %	5.6 %	5.5 %
Promotion Rate <sup>6</sup>	98.5 %	97.9%	95.5%	84.3%
Retention Rate <sup>7</sup>	1.3 %	1.3 %	2.6 %	5.5 %
Dropout Rate <sup>8</sup>	NA			11.5%
Status Unknown <sup>9</sup>	NA			6.4 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 1997-98 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 1997-98 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 1997-98 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 1997-98 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 1997-98 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1997-98 school year, to include activity during the summer of 1997. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 1997-98 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Dr. Kellis Leadership in Adm. Award	1999
Pride of Peoria Award	1999
Wells Fargo Teacher's Award	1999
One PEEF Grand Award	1999

## ✓ School Safety ✓

The following information for the 1998-1999 school year is taken from the 1999 Comprehensive Health and Prevention Programs Survey (CHAPPS). Policies may vary by school and district. Numbers reported are shown along with their equivalent rate per thousand students (RPT). Note that RPT may be a biased indicator for schools with fewer than 50 students. For comparison, the Arizona RPT<sup>10</sup> is provided for elementary (Elem.), middle and high schools. High incident rates may indicate a high rate of detection and may not indicate an unsafe school environment. Note also that the RPT is based on number of schools reporting, not on total number of Arizona schools.

<sup>10</sup> The Arizona RPT is reported for three grade groupings. Elementary School: A school composed of any combination of grades through grade 6. Elementary/middle schools (e.g., K-8) are considered middle schools; elementary/secondary schools (e.g., K-12) are considered high schools. Middle School: A school intermediate between elementary and senior high schools, composed of any combination of grades 7-9. Middle/senior high combinations are defined as senior high schools. High School: A school including any combination of grades 9-12. Elementary/high schools and middle/high schools are classified as high schools.

		Policy Violations	School RPT	Arizona RPT		
				Elem.	Middle	High
Number of violations of school and/or district policy involving students and/or non-students.		6	5	41	99	89
Number of students seriously injured (beyond first aid) as a result of a violent act on school grounds.		0	0	0	0	1
Number of student violations of school or district violence-prevention policies, which involved the possession and/or use of a weapon.	Firearms	0	0	0	0	0
	Other	2	2	2	4	3
Number of student violations of school or district policies concerning violence.	Gang-related Activity	0	0	0	4	3
	Other Violent Activity	0	0	17	35	19
Number of student violations of school or district policies concerning tobacco, alcohol and other drugs. (Zero-tolerance policies may show high incident rates.)	Smokeless Tobacco	0	0	0	0	2
	Cigarettes	0	0	0	5	25
	Alcohol	0	0	0	2	4
	Marijuana	1	1	0	6	9
	Other Illicit Drugs	0	0	0	0	2
	Prescription Drugs	0	0	0	0	0
	Over-the-Counter Drugs	0	0	0	0	0
	Inhalants	0	0	0	0	0

Number of student violations that were referred to law enforcement personnel and resulted in charges being filed.	1
School/District follows a zero-tolerance policy of enforcement regarding tobacco, alcohol and drugs:	Yes
School/District follows a zero-tolerance policy of enforcement regarding violence:	Yes
School/District has a "Multi-hazard Safety Plan" (Safe School Plan):	Yes

## √ Academic Achievement Indicators √

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics, using the standardized, nationally norm-referenced Stanford Achievement Test, Ninth Edition (Stanford 9). In 1999, students were tested in grades 2 through 11. The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974, no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than five students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999		
		%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>02</b>	Reading	--	--	--	--	--	--	100	57	50
	Language	--	--	--	--	--	--	100	53	40
	Mathematics	--	--	--	--	--	--	100	57	51
<b>03</b>	Reading	100	61	44	99	58	47	100	54	47
	Language	100	62	45	99	59	49	100	59	51
	Mathematics	100	69	41	97	57	46	100	57	49
<b>04</b>	Reading	100	64	52	96	75	53	100	68	54
	Language	100	60	45	100	68	47	100	59	49
	Mathematics	100	59	48	100	72	51	100	59	54
<b>05</b>	Reading	100	66	50	100	67	51	100	72	51
	Language	100	57	40	100	54	42	100	64	44
	Mathematics	100	54	47	100	67	51	100	74	54
<b>06</b>	Reading	100	62	52	100	67	53	100	68	54
	Language	100	52	40	100	59	41	100	59	44
	Mathematics	100	62	54	100	71	57	100	72	59
<b>07</b>	Reading	100	67	52	99	68	52	100	66	53
	Language	100	65	49	100	69	52	100	70	54
	Mathematics	100	59	50	99	64	53	100	62	55
<b>08</b>	Reading	98	57	54	98	65	54	100	66	54
	Language	98	52	45	97	61	46	100	66	49
	Mathematics	96	52	50	96	52	52	100	57	54

## ✓ Arizona Academic Standards ✓

The goal of the Arizona Department of Education (ADE) is to improve student achievement. Establishing excellent academic standards and incorporating them in our K-12 school curriculum is crucial to improving teaching and learning. The Arizona Academic Standards define what Arizona students should know and be able to do and provide parents, teachers and students with a clear understanding of what is expected of them.

Because school accountability and reporting of student achievement data also are vital to increase student success, the purpose of the Arizona School Report Card is to provide parents with information on student progress and school performance. The norm-referenced test scores (Stanford 9) on page 6 compare the general performance of students in the same grades across the state. But to determine if students meet specific standards, a criterion-referenced test was developed. Arizona's Instrument to Measure Standards (AIMS) measures student performance against the criteria defined in our Arizona Academic Standards.

The State Board of Education selected the standards for reading, writing and mathematics as the basis for AIMS because they form the foundation for all other learning. AIMS will be given annually to students in grades 3, 5, 8 and high school. In the spring of 1999, the Class of 2001 started taking AIMS and will have five opportunities to demonstrate proficiency starting in grade 10. The Class of 2002 will be the first to take AIMS as a requirement for graduation. Students passing AIMS also must meet all school and district requirements to receive their Arizona high school diplomas. Statewide administration of AIMS for grades 3, 5 and 8 will begin in the spring of 2000.

### 1999-2000 School Content Area Alignment

In order for students to be successful, it is critical that school curriculum be aligned to the Arizona Academic Standards. This school's administration/leadership provided responses to the following four questions regarding curriculum, instruction, assessment and progress reporting. The school's responses follow the questions.

NOTE: The questions will be applied to social studies next year.

Question 1: Was your curriculum aligned to EACH of the Arizona Academic Standards in the following nine content areas by the beginning of your 1999-2000 school year?

Question 2: Will ALL your students be given opportunities to learn EACH of the standards in the following nine content areas in the classroom within the 1999-2000 school year?

Question 3: Will you regularly assess progress on EACH of the standards in the following nine content areas within the 1999-2000 school year?

Question 4: Will you regularly report progress on EACH of the standards in the following nine content areas to students and parents within the 1999-2000 school year?

Content Area		Question 1: Curriculum Alignment	Question 2: Opportunities to Learn	Question 3: Assessing Progress	Question 4: Reporting Progress
Reading	(7/8/96)	Yes	Yes	Yes	Yes
Writing	(8/7/96)	Yes	Yes	Yes	Yes
Mathematics	(8/26/96)	Yes	Yes	Yes	Yes
Science	(6/23/97)	Yes	Yes	Yes	Yes
The Arts	(4/28/97)	Yes	Yes	Yes	Yes
Comprehensive Health	(4/28/97)	Yes	Yes	Yes	Yes
Foreign Language	(4/28/97)	No	No	No	No
Technology	(3/24/97)	Yes	Yes	Yes	Yes
Workplace Skills	(3/24/97)	Yes	Yes	No	No

The date the standards were adopted by the State Board of Education is in parentheses.

## Per Pupil and School Expenditures for the 1997-1998 School Year

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$1,822	\$1,916,827
Classroom Supplies	\$65	\$68,778
Administration	\$262	\$275,181
Support Services - Students	\$98	\$102,911
Other Support Services and Operations	\$690	\$725,476
Total Expenditures - All Categories 1997-1998	\$2,936	\$3,089,173

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1997-1998 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Administration includes governing board services, office of the principal and lobbying services. Support Services-Students includes social, guidance, health, psychological services; speech pathology and audiology services. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations. Further definition of each expenditure category follows.

### CLASSROOM INSTRUCTION

Instruction includes activities dealing directly with the interaction between teachers and students. Also includes activities of aides or classroom assistance that assist in the instructional process.

### CLASSROOM SUPPLIES

Cost for items that are consumed, worn out or deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

### ADMINISTRATION

Activities of governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration.

### SUPPORT SERVICES - STUDENTS

Activities that assess and improve the well-being of students and that supplement the teaching process. Includes attendance and social work services, guidance services, health services, psychological services, speech pathology services, audiology services and other support services for students.

### OTHER SUPPORT SERVICES AND OPERATIONS (NON-STUDENT)

Support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Patricia Burckhard	(623) 412-5075	
<b>Transportation Policy</b>	Dean Humphrey	(623) 486-6165	
<b>Community Resources</b>	Sandi Hicks	(623) 486-6040	
<b>School Nutrition Programs</b>	Willie Gentry	(623) 486-6350	
<b>Parent Organization</b>	Carol Sanders	(623) 412-5075	
<b>Student Health/Nurse</b>	Ellen Stanfield	(623) 412-5078	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office.

Arizona School Report Cards can be found for all schools at <http://www.ade.state.az.us> on the Internet.